

Emergency Response Guide – ESOL Lesson Plan

Have a copy of the Emergency Response Guide from the ESOL Wiki ready for the student. Link: <https://wikis.mit.edu/confluence/display/ESLSE/MIT+Specific+Materials> – If possible, find a poster, print it, or use a large screen.

Top of poster

landline: land+line, the phone has a cable (line) connected to it, and the cable is laid across land, usually on poles, or underground.

When calling MIT Police from a nearby MIT phone (campus landline) dial 100, when calling MIT Police from a cell phone, dial 617-253-1212.

Fire/Smoke

Discuss: evacuate, nearest exit, crawl, assembly area, all clear.

Check student's understanding of what they need to do.

Hazmat

hazmat: HAZardous+MATerials

EHS: Environmental Health and Safety

Discuss: further, injured, shelter-in-place, minor vs. major, ignition source.

Check student's understanding of what they need to do based on their role at MIT.

Active Shooter

Discuss: attempt, meaning of safe (no risk of injury), discuss safe places the student can think of in the areas where they are working, barricade, how to silence a cell phone without powering it off, incapacitate, improvised weapons.

Check student's understanding of what they need to do based on their location at MIT, and how to decide which action to perform (run, hide, or fight).

Medical

CPR: Cardio Pulmonary Resuscitation – can only be done by trained personnel

AED: Automated External Defibrillator – only use if trained to do so

Discuss: life threatening, nature, victim, airway, spine, bleeding, ways to control bleeding, immediate.

Check student's understanding of what they need to do based on their role at MIT and training.

Utility Disruption

Discuss: spelling words using phone keypad (FIXIT = 34948, use graphic on next page or the student's phone), gas odor, burning odor, pipe burst, leak, flooding, entrapment, outage.

Check student's understanding of what they need to do based on their role at MIT.

Threats

Why not use a fire alarm/cell phone?

Electronic devices emit signals over the air which could trigger the bomb. Do not use portable radios, cellular phones, digital phones, fire alarms, or any other electronic devices. Do not turn the lights on or off, let them remain in their current position.

What to do instead?

Use a phone with a cable (landline) and dial 100. Only call MIT Police from a cell phone if the bomb is more than 50 feet away.

Discuss: suspicious package, touch, disturb, details, voice, background noises.

Practice/role-play:

- ◆ Where is it? Where is it located?
- ◆ When will it go off?
- ◆ What does it look like?

Scan and go

QR code: Quick Response code, contrasted squares that a computer or phone camera will recognize and read. It could store websites (like the one on this poster), contact information, and any other text data.

Have the student scan the code on the poster with their phone so they can see how it goes to the EHS website.

Bottom of poster

DLC: Departments, Labs, and Centers.

Discuss the meaning of “See Something, Say Something”

Discuss: anything suspicious, emergency exits, fire alarms, blue light phones, assembly areas, eyewash and safety showers, preparedness plan, emergency coordinator, visit emergency.mit.net and prepared.mit.edu with the student.

The student may need to come back next session with additional DLC information should they need to ask their department about things they weren't sure about.

At the end of the session ask the student about emergencies they have been in and are comfortable sharing with you. Ask them about situations they think might come up in their work.

